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ABSTRACT

Adult education is an umbrella concept under which come various dimensions, including adult literacy, adult basic education, continued education, continued professional education, and adult vocational education. To be effective, an adult educator must realize that: (1) adults learn differently than children do; (2) adult education must develop self-directed independent learners; (3) adults want to be challenged; and (4) adult educators must be critical of themselves. Certain basic principles are involved in developing effective strategies and techniques in the classroom. They are: participation, respect for self-worth, collaboration, practice, critical principles input or critical reflection, and self-directed learning. Adult educators should prioritize these six principles with respect to their practice. As instructors working with learning disabled adults, educators should realize there are problems and deal with them; know what methods are available to deal with them; implement them; and have a plan of action to get learners through learning barriers. (YLB)

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CONFERENCE PROCEEDINGS

SOUTHEAST FLORIDA TRAINING CENTER FOR ADULT LITERACY EDUCATORS

at Miami-Dade Community College—North Campus

"ADULT BASIC EDUCATION"

JUNE 8, 1990

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ADULT BASIC EDUCATION TRAINING CONFERENCE PROCEEDINGS

JUNE 8, 1990

Jointly co-sponsored by:
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INTRODUCTION OF SPEAKER

By Blanca R. Polo, Project Director
Southeast Florida Training Center for Adult Literacy Educators

Good morning. Welcome to the Adult Basic Education Training. It is encouraging to see so many of you here today. For those who don't know me, my name is Blanca Polo. I direct the Center that put this activity together, The Southeast Florida Training Center for Adult Literacy Educators. We are located at Miami Dade Community College, North Campus, and we are funded by a federal grant through the Florida State Department of Education.

Our mission is to develop self-directed educators through the provision of training and development opportunities. Dr. Stephen Nunes, Director of Adult Literacy Education for the Common Wealth of Virginia, an expert in Adult Basic Education is with us today. He is going to teach us about the learning process of adults and the skills and competences necessary for effective Adult Basic Education.

Inside your folders are brochures that will explain the activities for the day. I would now like to acknowledge the presence of Senator Carrie Meek, our Office Director, and Mr. Joe Mathos, the Executive Director for Adult and Community Education for Dade County Public Schools. I would like to leave you now with our expert in Adult Education, Dr. Stephen Nunes.

Dr Stephen A. Nunes, Director
Adult Literacy Education for Common Wealth of Virginia

Good morning. It's really great to be back in Miami. We have a long day ahead of us. There is no one I know of who can listen to me talk for five hours. I can talk for five hours but people will not listen. I think what we are going to have to do is break up the day a little bit into a process rather than a lecture per se. I'll go through for about the first hour or so and we'll lay down the basic rules and some understanding, and then, we'll start getting some input from the groups.

Ms. Polo said, I'm to teach you about strategies. What I'd like to do is reverse that and let's teach each other about strategies. We're all in the classroom and we're all working hard there, and I'm sure you've got many things to share with us. I'm sure there will be an opportunity to do that. Also you cannot imagine how intimidating this is being up here and looking at Senator Carrie Meek out there, who was my teacher in many ways, Mr. Joe Mathos and Mr. John Hendricks, Mrs. Marian Dean - these are old friends from Dade and it's really good to see them again. The expertise combined is just phenomenal. So you have got thousands of resources here in Dade County.

What I would like to go through to kind of heat it up today a bit is: (1) Do an old review of adult education in practice to kind of define what we are talking about when we talk about adult education and some of the issues; (2) To try to identify some of the competencies for effective adult teaching and learning; (3) To work with you a bit in identifying some of the skills that are necessary for an individual to be an effective adult educator; and to demonstrate and go through some specific methodologies and strategies which may be available that we can employ.

First, a little bit about myself and my background as Senator Carrie said when I came in. I'm a good bureaucrat I think, and I work for the Commonwealth of Virginia. I work out of the office and I'm in charge of Adult Literacy Education for the State of Virginia. Before going to Virginia, I directed the Adult Education Center at Miami-Dade Community College. I learned quite a bit from working with Carrie at that time.

Before that time I did my doctoral studies at Florida State University, a Doctoral in Adult Education. In the 60s, I was a Peace Core volunteer in the Philippines, that was when I started teaching English as a second language to the sugar cane workers.

An Overview of Adult Education

What is it? How do you define it? Let's go through a few things. What Adult Education is. How it works. I have handouts available on everything I'm going to go through. In terms of adult education and how to define it; lifelong learning, continuing education, adult education, adult literacy education, adult basic education, G.E.D., English as a Second Language (ESOL). What does it all mean? How do we get a handle on what exactly is adult education? What does it mean?

We are an adult educator. We teach adult basic education. We teach ESL. Does that mean you teach adults, or is there more to it? What does the concept of adult education mean, and how do we deal with it? There was an article years ago that said there was no such thing as a philosophy of adult education. There are just about 50 thousand adult educators with different philosophies and so I think it is a very accurate description of what we try to do with adult education. For the sake of the workshop today, I'd like to define working with adult education.

You can argue with this or you may want to, a little later, but right now adult education is an umbrella concept. It's inclusive of literacy, adult basic education, continuing education and continuing professional education. But the overall umbrella is Adult Education. It is a morphosis - it is wide range. What we do as adult educators usually fit into one of the categories under the general heading of Adult Education. Now, here's another problem with adult education. What is the difference between adult basic education and adult literacy education? Are they in fact the same thing? Are we just raising two different terms to describe the same phenomenon? It's difficult to say. You get another term in here, functional illiteracy. You've got all kinds of different descriptions between literacy and adult basic education. For today (and there is a difference and you might have an arguable point, but it's ok), Adult Basic Education - we are dealing with adults with reading/computation skills between the 5th & 8th grade level.

Literacy concerns primarily skills of the 0-14th grade level. I know this is a debatable point. I argue but just for the sake of what we are dealing with let's use it for the sake of the conference and what we are talking about. We can use an artificial structure. So Adult Basic Education refers primarily to the question; What is an adult? How do we define an adult? Is it by age 25 or older, 17 or 18, or older, is that an adult? Do we use age? We have got to define age if we are to define adult education, adult literacy in skill level, which is going to help us with our techniques and methodologies. What makes an adult?

DEFINITION OF WHAT IS AN ADULT

I would say an adult is an individual who takes on the social responsibilities of his/her life. For example, raising a family, and earning a living, in a competent manner. Sometimes it's a very difficult process. Social responsibilities of an individual and how he or she deals with those and is prepared for those is an important part of adulthood. This can happen at a very young age and generally it doesn't in our society. Probably the least consideration in adulthood is age. The most consideration would be degree of responsibility in one's own life. That degree of responsibility is adulthood. Can you take control of your life and to what extent!

For our purposes at this point, we can define adulthood as: "the individual's responsibility in society." What they are. What are their concerns? Those change as per society and culture.

If adult education is an umbrella concept, it's broad. When you put that umbrella concept under that concept comes various dimensions of adult education.

a. Adult Literacy
b. Adult Basic Education
c. Continued Education
d. Continued Professional Education
e. Adult Vocational Education

All of these are part of the umbrella concept of adult education. We as adult educators fall into one of these dimensions. We have defined further adult basic education and adult literacy education. This is very debatable. You can have a crossroad. For today we are defining adult literacy with the skill level in reading, computation and writing; approximately 4th grade or below, and basic education with the 5th grade to 8th grade. Beyond 8th grade you're into adult secondary.

WHAT ARE THE ESSENTIAL CHARACTERISTICS?

This is what our whole day is based on. This is our basis for sharing. First, we have been or are involved in adult education. First question: How is it different from secondary, primary or higher education, or is it different, or is it the same? Second: Are there competency skills required of an adult educator which are not required of an elementary school teacher, high school teacher or college teacher? Answer: Yes.

Things Which Are Absoulutely Necessary To Be An Effective Adult Educator

These points, though somewhat applicable to primary, secondary and higher education are much more applicable to adult education. No matter which area under the umbrella you use.

Adults learn differently than children? Is there a difference in learning and how they learn? Is there a difference in how they learn and why they learn? Before we can talk about techniques and strategies, and build all this into programs, I think we've got to understand some basic assumptions on how we teach and how learners learn. Because adults do not learn in the same manner as children. There are significant differences. As an instructor, if we do not take these into account then you do not have the learning going on.

I hope you came here today to be challenged, not to be made comfortable because the process we're going to go through does not make people comfortable. That's the first thing about adult education. The primary purpose of today is to challenge you. Hopefully, at the end of the session today you will walk out of here with a basic understanding to evolve effective strategies in adult education. There is no way for us to go through all of the strategies for effective education. This is the "how" but what is more important is the "why."

Today, we'll deal frequently with the why, which will lead us to the techniques, methods and strategies you employ now. First, things will be said that you will not agree with. Something will be said that will make you uncomfortable. Things will be said that you will not agree with. Something will be said that will make you think, not necessarily by me but by you-to challenge each other in the process of learning. That's what we're all about in adult education. Learning is not just rote memory. It is not developing a great curriculum or instruction design; not with adults. There are some basic assumptions we have to deal with. Second: What is the most essential characteristics of adult education?

In my opinion, it has got to develop self-directed independent learners. If an adult is a dependent learner then you have failed at being an adult educator. The primary purpose an adult educator is to constantly strive to make that adult a self-directed independent learner, this is when you become superfluous to the process of learning. When you teach students in primary and high school levels you become an adult educator, that is the most difficult thing to do, you are the center of attention. When you are in college it's even better because you are on a pedestal and looking down. The physical set up of this room violates the

principles of adult education. You are all sitting in rows looking at me and I'm the center of learning. Throughout the course of the day we are going to break this down into more of an adult education environment to learn. Right now it is not.

The most important thing is self-directed individual learners. Any method that you apply in the learning environment you have got to ask yourself the initial question, "How does this contribute to the growth of this individual, as a self-directed learner?" When you evaluate what you do and how effective you are as an adult education instructor, ask the initial question, "How does this contribute to the self-directiveness of that learner?" and if it doesn't, don't do it.

Adults come into our classroom-they want you to teach them. You've got to challenge them. Their experience in education has been teacher student. Many of these people have not been back to school for about 15-20 years. The last experience in education they had was the teacher standing in front talking with them. If you as an adult educator try to break that it makes them very insecure and some will walk right out of that room. Nationally 50% walk out that room because you've made them uncomfortable. There has got to be a process and technique of development that has to be involved to keep adult education learners interested in staying in the classroom. In your mind you think these people have to be in a slow drawn-out process to do that. But you can do it, we'll have to build confidence and self-esteem, all of those things that are not involved in our other plans. For example a teacher in Virginia had a student in Adult Education for two years-now at 4th grade level but no progress. The teacher thought that he was a failure. But when he saw him in the library on his own going through books the teacher felt he did not fail after all. He did develop a self-directed independent learner.

It is essential to be critical but to be critical of yourselves. It is very hard. I've been working with many of the staff. I'm going to ask, "What makes you good?" We have a sense of such false humility about what we are as teachers, instructors and adult educators. The question I'm going to ask you later is, "What makes you a good teacher?" Why are we into self-flagellation. We have got enough problems as adult educators-we're marginal, we live on the edge. Many individuals in other parts of the educational field consider us a salvage operation. It shows in the funding that comes through your public and private schools compared to adult education. I was at a meeting in Washington, DC recently and one distinguished Senator said, "What we ought to do is take the money that is going to these adult educators and put it back into our public school systems" What about adult educators who need the service now? Anyway, don't put yourself down. You are good at what you do.

Remember, what we want to do is be critical of ourselves in two ways. Being critical does not necessarily mean being negative all the time. It also points on your good points, here's where I'm strong and here's where I'm weak. So be critical of yourselves.

That's what we've got to do. If you're not critical of yourself and you do not make your adult educators critical of themselves, nobody moves, nobody learns and the essence of adult learning is changed. If you do not, and if you are not critical of yourself and train others to be as critical of themselves, it's not just being negative, it is being positive. It is being honest. It's a self critique.

Specific Example: Jack Misseno from Columbia University, about 10 years ago did a major study on "critical learning" in adults, and what he did-he did with women who had returned to school either in adult education in terms of continuing education, or even adult basic education. He took this group of women and tested and researched the concept of "critical learning." What he found out was very interesting. He found out that many of the women changed their whole prospective of themselves from being housewives to being independent. And you know what happened to many of these women, they became problems at home. They began to assert themselves in a new way in what they call "prospective transformation." The prospective of themselves transformed them into something else. They were not bound by that social context, and if we can do that (prospective transformation) for anyone of our adult learners then I think we are really into something. Remember, the essence of adult education is change. We've got to have change, that's the purpose of it. If nothing else we are the initiators of change. Do you notice how we change? How you change when working with adults? When you start an adult education to where you are now, how has it changed you as a

person? I think dramatically in all of us. It impacts us. So the change is a mutual change of the instructor, the individual and the learner. But what is interesting is that we are both learners.

This following point is a challenge to you. Why don't we practice what we believe? Now I'll give you some grounds for the question. It's this, that we say "yes", we've got to have our independent learners and self-directed learners, and then we put them into a prescribed learning program. They've got to bring about change and then have got to be flexible in what we do. We teach the same thing year in and year out. Why is it we don't practice what we believe? There is a theory out by Arthurson; some of you might be familiar with it. It's what we, call a "spence theory", what I believe versus "theory in action", what I do. Think about that other part of your lives when you tell your kids, when I was your age .....you know darn well you did the same things, maybe differently, but the same things, or you raised your kids to be in a certain way.

My point is this, in a spence theory it is what I believe, what I know is right, and theory in action is what I actually do. Normally in our lives there is a discrepancy between the two. We always strive to do what we believe in, but sometimes we fall short. So the "Spence Theory" is a theory in action. That's the question, and the answer, I don't know. But I think we can find the answer as to why we fall short of what we believe in. So, as a consideration, why do I have a problem believing one thing and doing another? This is the thought which we'll set the tone for the rest of this session.

BASIC PRINCIPLES INVOLVED

The purpose for going through the following principles is to point out the basics for developing effective strategies. Principles formulate the basics for developing effective strategies and techniques in the classroom. These points should be reflected in every learning situation you are in, apply these and think them through carefully in your critical self-analysis.

What I'd like to do is to discuss each of these essential principles for you as an adult educator. Both in terms of developing your skills as an adult educator, or more important, how you would apply this in developing your own lesson plan, your own preparation for teaching. If you could read only one book on adult education it should be "Understanding and Facilitating Adult Learning," by Stephen Brookfields. He received a number of awards.

First Principle: *Participation*

Participation in adult education programs, on the part of the learner is voluntary. They are not there because they have to be there, they are there because they want to be there. The continuing education professional is different; the doctor has to have a certain amount of continuing education hours. In adult basic education, they are not required by law to be there. Participation is voluntary. In primary and secondary education, in general, the door only swings one way, once you're in you're trapped. Adults speak with their feet. If they don't like what you are doing, they are gone. That has tremendous implications. You've got an adult educator whose self-esteem is very low, forgets about the actual learning just to make the learner happy, make them comfortable. If an adult walks out the door, people will think the teacher is lousy. The student will say to himself, "I've heard that before." The voluntary nature of adult education has tremendous implications to what you do in developing a lesson plan, for example, in getting a strategy set. There participation is on their own terms not your term. They are there for their own reasons. First thing, find out why are you here? A simple question, "Why are you here?" This person might have a family, working 9-5 and sitting in front of you at night. First, find out why are they there.

What direction do you have to go in order to begin to resort to and to increase your return rate of adult basic education? I think when you reach a student's goal very quickly you have to identify additional goals that will keep them interested in the life-long learning process.

The best way for retention in adult education is to respond to their needs and recognize them as their

needs. Participation is not only voluntary for them being physically in your class, but it's also participation in constructing their learning. So they have to be participating in their own learning instruction.

Can you challenge students too much? - Sure! You can threaten them. Remember, when they come into your classroom, they are dependent learners. The question, "can you challenge them enough?" I think the answer is no. It's not challenge. It's how you challenge them. There are many ways to challenge someone.

Respect for self-worth is an essential aspect of adult education. Respect them for being there. You are in no way above them. This is a very difficult thing to adjust to - not looking down at them.

Second Principle: *Respect for Self-Worth:*

It is the second principle you look for in developing strategies, and techniques. How does respect reinforce the self-worth of the individual? That's the essential point. That has got to be reflected in every lesson plan you have. It can't be artificial. It has to be real. The caring aspect of being an adult educator has got to be reflected in some manner. The way Brooksfield feels that we work at it is this self-worth. You cannot be little an adult. For example, have you ever looked at some of the marketing campaigns for adult educators? Take a look at them sometime. "You can't read. If you can't read call us," or "Illiteracy! If you are illiterate or know someone who is call us." Think about it, the term illiteracy or even the word literacy. There is an implication here (to me anyway), of being negative. There are social implications that usually can lead to some terrible problems in what you are doing. That's part of self-worth. The negative aspects of the semantics you use has implications so be careful of the words you use. You may understand it in one perspective as an adult educator, but your learner may not. There may be a full other considerable baggage involved in that term that can come back and really destroy your efforts in the learning process. And that could implicate back on what Brooksfield calls: "Respect for Self-Worth." This is one of the essential aspects involved in adult education.

How do you increase self-worth? What are some of the things that you might do? We need to make sure of culture. We need to recognize and tap their base of learning, their life experience. We understand learning as book and lesson planners. How do you tap into the various experiences of the learners of your class? By having them talk about them, you do two things; tap their whole life experience aspect and their care.

Third Principle: *Collaboration*

Our third principle is ***adult education is collaborative.*** Part of the collaborative process involves individualized lesson plans. Collaborative does not just mean collaboration between the teacher and the learner but between the learner and the learner. That may be a lesson plan, but one of the essential characteristics is an individualized instructional approach. Secondly, overall plan of action rather than a lesson plan.

One of the issues is: "How to develop an overall plan of action which recognizes all of the six principles we have covered so far; voluntary nature-participation, respect for self-worth, and collaborative, that is collaborative, individualized and focused. Can it be done? If it can be done, how? What are the steps? That's the question.

As we go through and discuss the components of which we've covered three, what I'd like to do is mention a couple of things. Remember, what we are doing right now is formulating the basics for our instructional design methodology. Secondly, I want to make it very clear that the adult learning process is an extremely complex process and our ability to be sensitive to that process will determine our effectiveness as an adult educator. Even though we are going through these principles, they are rather simply stated and it's one thing to talk about them but it is another thing to do it. That's where we are going to try and bridge the gap later, but for now let's get the essential aspects of this process down.

Fourth Principle: *Practice*

According to Brooksfield, the heart of the adult education is what he calls, *practice*. This is the fourth principle. It involves two things: 1) It is some kind of learning activity, 2) reflection on the act. Practice is a combination of doing and then thinking of what you have done and then doing it again, and then thinking about what you have done. I think people learn in a linear fashion, 1st grade, 2nd, 3rd, 4th, and 5th. That's the concept Western educators gave us. In Hindu culture, you are born again. You are reincarnated. The implication is that life is cyclical (not linear). What Brooksfield is saying is that life is cyclical. The heart of what you do is not linear. It is cyclical-practice. You do something, you think about it, you revise what you've done and you do it again. That is how you grow.

As adult educators we had better know a little bit about practice. The most difficult thing is to connect. In a Western culture we have a point of departure and a point of arrival. I start here, I end there. This is a linear process. In the Eastern culture there is no point of arrival you are always in a point of arrival. Have you ever wondered why they don't have graduation ceremonies in Moslem cultures? The whole concept is totally different. In adult education we talk cyclical-from here to there. We consider this growth learning from here to there. It's progress. It is not as clear cut, not as defined. It is movement. It is change. As adult educators we have got to switch our mind set from linear to cyclical in our instructions. The only problem, whether you're full-time or part-time, you have got to test linear manner and play the game in a linear manner.

How can I put into effect the concept of practice and the cyclical process. That is, we have an activity. We get the group to reflect on that activity from another prespective. Most of our adults have a feeling of failure. However, in the cyclical process failure is minimal because you're constantly moving. If you don't have points of departure or arrival, failure does not exist. As Brooksfield points out, the cyclical process of learning does not happen just in the learning situation where you are at. It continues in the house and other aspects of the adult life.

Arlene Fingarett, from North Carolina State University, said, "adults learn not only cyclically (activity, reflection, new activity) but they learn in networks." Life is a series of networks. All of us have networks. At work I'm in a professional network. At home, I'm in a family network, there are different experiences. You think about the network in your life, the experiences in each of the network, where they are separate and where they overlap. You'll find that your networks are cyclical-not linear. Each of these networks, she calls "learning networks". An effective adult educator in a cyclical network plugs in the cyclical move through. Take a moment and think about, 1)the networks in your life and, 2)the cyclical aspects of those networks, that you move through them and come back to them. We grow in our networks. Sure we do-professionally, personally, in relationships with friends. All of these are networks. We all strive for growth in those networks. Networks flow into each other in a cyclical process.

Thus when you set up a learning or instructional package of strategies or design for adult individual, or small groups, keep in the back of your mind that you are dealing with people, with many networks. You cannot isolate the network. If you separate the network, you stop change. The networks are not the same. The way we operate in these networks is not the same.

The practice is an activity, it can be a plan, anything to stimulate the thinking; then reflection, then the activity. None of these have to take place in the learning environment. The only thing that has to take place in that environment is the sharing of that reflection, the growth involved somehow has to be built in because the networks are not the same.

Fifth Principle: ***Critical Principles Input.***

The fifth principle is critical reflection which actually filters off of the practice part. Critical reflection is the ability to analyze the situation. Analysis is extremely important in self-directed learners. There are skills to analysis. You have to learn to analyze. If critical reflection is a process of analysis then what you have got to learn is how to facilitate the skills for critical analysis. What are those skills? This question will come back to you later. One of my fields of study has been cross-cultural training. I've done a lot of it over the past few years. I really enjoyed it. Critical reflection has a cultural connotation. I want to show you a little bit about critical reflection, called "should the child live." A lot of us are parents and if you were asked to raise your children in a certain value, I want you to think of this:

1. Should you raise your child or teach your child to respect and accept obligations to parents, or become an independent person?

2. Should the child be taught to control the natural environmentand use it well or to value and derive spiritual substances from it and not touch it? This is a difficult decision.

3. Should the child be taught that we are progressing toward a better and better life, or should we appreciate what we have? There is a value conflict in there.

4. Should the child be taught to judge people according to separate or specific action, or as a whole person?

5. Should the child be taught to relate to many people and have many friends, or just a few friend ships?

6. Should the child be taught to confront problems and interpersonal relations directly, or to be sensitive and avoid embarrassing confrontations with people? This is a cultural conflict.

7. Should the child be taught that what they do or achieve is more important than who they are-the quality of their being?

8. Should the child be taught that work and play shoul be separated or should they be woven together so that play or personal enjoyment occurs during their work?

9. Should the child be taught to feel that everyone is equal or that there are levels of status relative to age, family role,professions and education, etc.? There is a certain respect built up from the parent to the child.

CRITICAL REFLECTION CAUSES ONE TO MAKE VALUE DECISIONS

The Points are these:

1. So many times in education, as adult educators we get involved in skills, can you read at this level, can you read at that level, very qualit itive measures of adult education. But it should not be the essence of what we do, it should be a part of it.

2. What we fail to forget is that the value system we are working with is more important. The value of what we do in adult education is as important, even more important than the skills. An example of this is a child who goes to school 6-8 hours a day, and goes home to an environment to where education is not reinforced and or appreciated. That child's odds at what we call half-raised are extremely high because education is not the primary interest at home. So the value of what we do, the ability to practice what we

learn in the instructional setting is part of the critical reflection. Example, I had five years of Spanish in high school, with nothing less than a "B", and all I know is "adios". Why? No practice.

How are we going to reinforce the learning process? Consider critical reflection when you are putting together your teaching strategy. Does this in fact apply to any of your networks outside of this one? That's a question you have to ask. Assess the needs and tailor your techniques to those needs.

Final point on principle number five. Have you ever noticed that an adult learner will come into your class; the least of their problems are their ability to read, write or compute. They cannot put food on the table, clothes on their backs, etc. They are reaching out, not for you to help them to read but to help them in some other manner, and that's part of critical analysis-reflection. That's part of why they are there. That person who you are working with or learning with has problems that you didn't see. Some people have false expectations: 1. Why they exist? 2. How do we deal with them as adult educators? There are a number of reasons why they exist. For example, the marketing strategy-if you can't read call.....The marketing of this is a problem. Our society is a quick-fix society, especially in Miami; quick activities, fast food, etc. This translates into false expectations. How do you deal with false expectation? You've got to lay it out what this person can expect. Get it up front. Example, orientation programs.

NATURE OF SELF-DIRECTED LEARNERS

We want to make independent learners. Independent does not imply isolated - I learned by myself that it has got to be done in a network.

Self-directed learning - is the sixth principle, it is the ability to determine and assess the resources necessary for my learning. It may be a book, a person, T.V. etc. He or she who controls the information controls the operation and power is in the ability to assess information and then utilize it.

- How many of us have our own personal professional development program?

- How do we do this?

- Do we have a program?

Have you done a self-analysis of strengths and weaknesses? Use your review in a cyclical sense. You can develop a plan for professional action, not only as an administrator but as your own critical reflection. The main thing is we're fortunate that we have the ability to be self-directed learners. Many adult educators are part-time people. You develop a professional development plan - you can work on this a bit as part of your own personal and professional limitations, i.e. family or personal. What you do is work within that. You have got to make the time, or seriously consider your profession as an adult educator and maybe change your field. It's not the quantity, it's the focus. If you do a good critical analysis - if you have a weakness and target in on the weakness, then you can say now I'm focused. You know where you're not too strong. You don't have to give up too much to be an adult educator. Adult educators have done so well. Commitment is great. Involvement is great but so is growth. The amount of time you put into adult education is not important, it's the quality of time given. It's where you focus your attention: What about sitting down with the students - it's amazing what learning goes on. When I was in the Philippines we used to meet to do adult education at a bar in Anglo city. We used to sit at the bar and talk. I guess what I'm saying, is that, learning is not limited to the classroom alone. Many times the greatest learning experience with adults just happen. The nurturing of self-directed learners - please keep in mind that it is not isolating them, on the contrary, it is facilitating their ability to identify and access the resources available for their learning. This is what you do in professional learning. How do you assess those resources? Through conferences, workshops and speaking with people.

When you are working through these principles and you hear there's an adult that's really dyslectic and you've had no training in learning disability, and you've been doing all of these great things with even collaborative learning and all of this, but that person for some reason, is still sticking it out, you become frustrated and the learner becomes frustrated. How can you address the issue? Formation is the gift of what we're doing - not just formation of ourselves but a mutual formation. You project not to the other but of each other. In my 25 years of adult education, the major problem is, we always ask the question, why? We've got to deal with the question, how? The essence of what we do is based on theory. You've got to understand theory. This is theory. Everything that you do relates back to it. We talked about typical, critical reflection in the cyclical process and practice. What is it? It's a testing of theory. I have a theory. I tested it. It didn't work. I move on to a new activity. I have a theory. I tested it. It works. I move on. We use it everyday in our teaching, in our learning.

If we get the why, understand it and work through it, we can do the how. What you've got with Brooksfield's aid points is a basic framework for developing effective strategies and techniques for the learning process with adults. You want to do a self-evaluation of you as an adult educator. Whether you like it or not the essence of what you do is based on theory. Does theory change? What changes it is practice. When you are finished at the end of this session, throw everything out and start over again. Keep articles and update them every year to keep yourself fresh because what you are learning now will change. If nothing else, do not forget the six principles, 20 minutes after you walk out of here. They are the essence of what we do here. Another point, out of these six principles, which one in your opinion is the most important and why? Maybe it depends on what we consider our strength and weaknesses. Maybe your answer was debted from your strength - something you firmly believe and practice.

What you may want to do with your list is prioritize it, most important to least important, and start with the one at the bottom. Analyze and do a little critical reflection as an adult educator. Most likely you are going to prioritize from most to least, starting with the least first relative to your practice as an adult educator. The following are the basis for what we have discussed.

1. How to develop an overall plan of action to deal with individualized instructional learning net works in a learning situation.

2. What are the skills necessary for critical analysis? Identify them.

3. How do we deal with false expectations of our learners?

4. How do you work with the learning disabilities of adults? How do you deal with it?

5. Why don't we practice what we believe?

6. The difference between teaching and training.

7. Getting a meaningful response to the question, why are you here?

8. How do you justify a cyclical instructional system with a linear evaluation. How do they fit? You are required to evaluate a linear method and you're instructing in practice mode. Is there a problem with the first?In terms of adult learning styles, there are different learning styles, not only personal but cultural, and that's important. An example of this is an experience I had with the Haitian community. Haitians are very dependent learners. They have been taught that way. They are used to learning from the teacher and it's very difficult to break that. We've got the six major points.

What we want to do with these points is give direction. We are not going to have all the answers in the world to all of these questions. What we want to do with these points is give direction and some ideas we can take out and use.

Some of these questions don't have an answer, just discussion. For instance, how do you deal with an adult who expects to come in and get through the program in a hurry when you know they are not going to do it? What if you do? This relates to "false expectations?"

You can help them set the short term goal. Part of that short term goal is making them aware of what is involved to reach their goal. Make them aware of what they need to do educationally relative to their needs. The idea of self-worth; you're dealing with people's self-esteem: I'll never be able to do this, I'm a dummy. You only think in terms of expectations relative to getting it quick. The other side is, I'm here and I know I got to be here but don't know how to make it - That whole other side of expectation.

You have the two extremes of false expectation. The best thing you can do is try to determine where your emphasis is on that. For example, you can tell if a person has a real self-esteem problem. Usually, that's obvious so you're here to work on your short-term goal-on that angle to build up that self-esteem. On the other side: "my son's girlfriend's father had to go back for his G.E.D. in two months". He's got the confidence. He knows he's going to pass it. Low self-esteem is not his problem. He's over confident. When you are working with adults, you've got those who are different in self-esteem or self-confidence. On the other side you have those who have false expectations relative to speed and quickness.

So, short-term goals; those goals are goals for awareness. Students should be more aware of what it takes to succeed and not set themselves up for failure. What we are talking about is a reassessment of their expectations. We have to make them aware that they are their expectations. Develop for yourself a plan of action on how you are going to deal with these people. What is your plan of action for adjusting their own expectation.

Learning Disabled Adults: First, I am proud of what we are doing in Virginia on this. I have had no specialized training at all in learning disabled adults. Second, I've had experience with it dealing with adults and have been extremely frustrated in that effort. I have had the opportunity in the past year and a half of working with three L.D. adults experts who have taught me a lot. One of the issues we face is that part-time or full-time persons such as myself; (1)do not have any experience working with these people, or (2)you have an adult learner who doesn't even know he or she is L.D. With these two factors in the pot, you got problems. One of two things is going to happen - either the learner is going to walk out or the teacher is going to give up and walk out.

As an instructor you need to:

(1) Realize there are problems and deal with them.

(2) Need to know what methods do you have available to deal with them.

(3) Implement them.

(4) Find someone who knows what they're dealing with. Learn how to distinguish between a learning problem and a L.D. You should have a list of options and techniques to get learners through learning barriers. You should have a plan of action. *Your plan of action should be:*

(a) If there is an indication or sign of a problem, find that indication, and

(b) Try working with an individualized strategy. If it doesn't work, if you still have the same problem, get a resource person, an expert in the field, to deal with this problem. Don't try to take in on yourself, you are not trained to do this. The real issue I think in this is not so much a teaching strategy as availability and accessibility to resources necessary to deal with the problem because you cannot. As an instructor (as part of your task in front of you) find out who the resource is when dealing with L.D. students. You would know someone who can help, for example, Dr. Wendy Chain, at Florida International University. You have got to assess the problem. We have got to talk to people about problems they are having. We are bright people and we bright people have a difficult time appreciating non-bright people. One of the problems we have in working with people who have difficulty in learning. We have to keep learning because it comes

easy to us. We have to keep them understanding what learning is all about. We don't do enough conferencing with people about their individual learning styles. Fears and anxiety interfere with learning ability. To deal with this, I will give the kids a test everyday. Give that kind of test everyday to make sure they have learned it.

Assess the problem. Identify it and look for a strategy or techniques which work. If it doesn't work, get some help from the outside. Don't try to solve this person's problem on your own. That's relatively fair. It works.

WHAT IS THE DIFFERENCE BETWEEN EDUCATION AND TRAINING- IS THERE A DIFFERENCE?

As a teacher, you can never have too much education - it's never ending. The question of the chicken or the egg was a training exercise. You are educators. This whole workshop today has been an education, not training. If you look at the question, the emphasis is the primary focus of your learning situation, the person, the content.

In my opinion, if I had to pick one point of emphasis, it would be educating a person - it is personal concern. In training, your concern is based on the integrity of the content. Your concern is about the integrity of the person who has learned. A good educator tries to create a question in person - that's critical reflection. I want you to understand, you don't exclude people from training. Training is a part of education. In developing an overall plan of education and action, language is not a barrier. We can communicate without using our mouths. Some of the skills necessary to communicate without using language are: photos, art work, chalk board, etc. People have different types of language efficiencies. You are going to have some people who can and some people who can not. What about utilizing those people to do these things with you. Get those who are more proficient to help those who are less proficient. You can actually do these points (introduction, interaction, motivation, etc.) in a peer learning situation. It does not depend on you for the plan of action. If you start thinking of yourself as the person who has to pull this off, because you are the teacher, you are switching back to a mode, not adult education. This is a mutual learning experience. You are not going to do it alone.

The essence of any plan of action is, I believe, how do I utilize those resources there? What is the most effective way so that we will all benefit, not just them. The basic component that we are looking at is positive affirmation. This is an on-going process, also honesty. So, positive affirmation assess their expectation. Once we find out why we can develop a motivational plan to deal with these people, the next point is interaction. What type of group do you want, small or large? In my opinion, I thought you would generally get this question in the first shot. Don't try to do this in the first class. After a few classes, and creating a feeling of trust and honesty, you can get an honest response. By now, you should be able to get an answer to the question, why are you here? On a meaningful response, don't expect a response on the first shot. Begin individualized instruction. It's also like being a parent - you have got to allow them to be adults. That's what adult education is all about, allowing them to be adults. Don't twist their arms.

By now I hope you have given answers to your own questions. The overall plan of action has to include that at some point. You've got the essential aspects. You've got the critical aspect of what we're trying to get at. I do hope that you will go after of what we've gone over today as well as your contributions as points of departure and arrival. I hope that you can walk out of here and say I have learned nothing and I've got a lot to learn. I hope you got a direction, not an answer. I appreciate your time. I've enjoyed it immensely. Here are quick answers to the manger's style test.

The Factual Manager This individual is oriented to facts, to the present, to document statements and control-oriented.
The Intuitive Manager is charismatic, imaginative, witty, and goal-oriented.
The Analytical Manager is systematic, has options and alternatives to problems. This type of person is unemotional and process-oriented.
The Normative Manager is people-oriented, likes team work and is good at improvising.

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